Loyola IN ACTION

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"The problem of campus unrest is more than a campus problem. Its roots lie deep in the larger society. There is no single cause, no single solution.

"Students are unwilling to accept the gaps between professed ideals and actual performance. They see afresh the injustices that remain unremedied. They are not impressed by the dangers that previous generations have overcome and problems they have solved . . . .

". . . Most students . . . accept as valid the basic structure of our democratic system; their main desire is to improve its ability to live up to its stated values.

". . . A broad consensus should be achieved among students, faculty and administration concerning the permissible methods of presenting ideas, proposals and grievances and the consequences of going beyond them . . ."

from the U.S. National Commission of the Causes and Prevention of Violence.

EDITORIAL

Events, statements and meetings over recent weeks may have created the impression that Loyola is faced with crucial issues and problems these days. This impression is entirely true although many people who have been close to Loyola over the years will also recognize that there is nothing new in this.

Loyola has always been burdened with what many feel are more than her share of problems - not the least of which has been, on more than one occasion, survival itself. From the beginning of Loyola's existence as a separate institution in 1896 there has been rarely a time when this College, established by the Jesuit Fathers to serve the educational needs of English speaking Catholics in Quebec, has had an opportunity to relax and prepare for an onslaught of new problems or a renewed attack on old issues.

Autonomy of direction and operation; financial viability; government assistance; improvement and elaboration of curriculum; competition for qualified teaching personnel; rapid, perhaps even excessive, student population growth, and now modification of internal structures and campus government to permit maximum participation by all members of the community of Loyola - all these pressures involved in the survival, the growth and educational quality and relevance of Loyola have produced a campus that is visibly dynamic and rarely without tensions.

The student enrolment at Loyola has grown almost **twenty times** in the past fifteen years - from 400 to close to 10,000! A graduate of the early fifties returning to his Alma Mater would hardly recognize the place. Similarly, the Loyola student of this year can hardly imagine the strides that have been made in the years he was still attending high school. To one it may seem that too much has happened too quickly; to the other that changes are not coming fast enough. And both will be partly right - and partly wrong.

The most vocal critics of the College are unanimous in their admission that Loyola has been one of the most progressive campuses in Canada in recent years.

That problems involving the role and the authority of the Trustees, of the Senate and the Board of Governors exist is entirely understandable and they are being dealt with. That similar difficulties will arise in the future is, in the nature of things, almost inevitable and opinion will be divided as it is in current issues.

However, it is in the gradual perfection of structures adequate to deal with such problems that important progress lies. Towards this end the College has made known its intentions to tackle this matter-to resolve it with precision and speed in consultation with constituent parts of the campus community.

This special issue of Loyola In Action is an attempt to provide a general picture of the recent history of Loyola and the part that various bodies have played over the past few years. In this way, it is hoped that the reader will acquire some notion of the background relating to matters under discussion in the coming months. This, we feel, will be particularly valuable to those members of the Loyola community whose active participation will influence the character and aims of Loyola in the years ahead.

SUMMER - LONG AND HOT

CHRONICLE OF EVENTS

The long hot summer is usually taken to mean that the action is off-campus. Not so this year at Loyola.

There have been almost as many versions of what happened as there are summer students on campus, and the chronicle of events has suffered further from the desire and attempts of the administration and the Faculty Association to maintain "confidentiality" while disputed issues are being considered.

Briefly, and without commenting on the issues that have emerged, this is what happened:

A meeting of Senate was called following the end of the academic year - on June 16 - at which the main subjects of discussion were the termination of contracts of two Loyola professors, both of whom had made appeals that their cases be considered by Senate. At this meeting, and its continuation on June 19, motions of the Senate were passed recommending a particular course of action to the President of Loyola in dealing with these cases.

On June 24, a further continuation of this meeting of Senate was held at which the President reported that the Board of Trustees had decided not to accept the recommendations of Senate.

The fundamental issue that has emerged is the division of authority between the Board of Trustees and the Senate at Loyola. In an attempted censure of the Board of Trustees which never came to a vote, some members of Senate expressed the view that in rejecting the Senate recommendation, the Trustees were denying the **de facto** primacy of Senate in dealing with academic matters. The Trustees, on the other hand, in a policy statement affirmed that "the Senate is authority in all academic matters and has the right to concern itself with matters indirectly academic".

What then is the problem? Simply, it appears to hinge on whether or not the cases which were brought before Senate could be considered, totally or in part, to be academic or indirectly academic matters. And there, the actual cases themselves apart, is where things rest.

The problem has attracted the interest and attention of a number of people on campus and has provoked meetings and resolutions, correspondence and press statements, television panels, radio "hot-line" shows and even a symbolic sit-in of the College auditorium.

A series of meetings of individuals drawn from the faculty, student body, administration and trustees were held in the hope that recommendations aimed at restoring equilibrium and sustaining good will could be made to the parties in the dispute. These recommendations were transmitted to the principal groups involved - Trustees, Student Association and Faculty Association. The executives accepted the recommendations without change while the Trustees made them the basis of a policy statement as reprinted in the next colomn.

Other courses of action, aimed at identifying campus opinion, were pursued. One resolution was circulated to Faculty Association members stating that the Association "regards the action of the Board of Trustees.....as a major violation of established College procedures", etc. There were 49 signatures to this declaration.

Another faculty group circulated a petition, which was supported by 60 faculty members, stating "that these matters which had already been dealt with by the Department chairmen, the Deans, and the Committee of Academic Rank and Tenure, in accordance with established policy, were therefore not a proper subject for consideration by the Senate".

In fact, some faculty members signed both resolutions.

Nor have students been idle. Two general meetings were held - one on July 18 and the other July 25 - in the F.C. Smith Auditorium. The first produced a series of resolutions, the main gist of which was that it expressed support for "the Student LMSA executive, the Board of Directors, the Faculty and the College Senate" and that discussion on how to implement the Senate decisions be started.

The President, in his reply to these resolutions, pointed out that an appeal relating to the professors' cases "has gone forward to the Canadian Association of University Teachers and is...supported by the executive of the Loyola of Montreal Students' Association."

The meeting of July 25 ended in the "symbolic occupation" of the auditorium.

There was a subsequent announcement of a hunger strike which was cancelled by the student president in the light of informal discussions which led to the policy statement by the Board of Trustees.

The Faculty Association president transmitted to the President of Loyola a resolution of the Association adopted at a meeting on July 17

CHRONICLE - PG. 4

BOARD OF TRUSTEES POLICY STATEMENT ISSUED AUGUST 3, 1969

RE: **ACADEMIC AUTHORITY OF SENATE.**

1- The Board of Trustees of Loyola College confirms that "the Senate is the authority in all academic matters and has the right to concern itself with matters indirectly academic."

This is as set out in the Loyola Faculty Manual.

RE: **JOINT COMMITTEE**

2- The Board of Trustees will initiate the creation of a joint committee of the Board of Trustees and the Senate to facilitate communication between the two bodies, and will submit for discussion the study of the recommendations of the Senate of June 16th and 19th, 1969 in order to avoid misunderstandings in the future.

RE: **CASE OF DR. S. SANTHANAM.**

3- The Board of Trustees declares that Dr. S. Santhanam, with the support of the Executive of the Faculty Association of Loyola, has made a formal appeal to the Canadian Association of University Teachers to assist him, and the Board of Trustees has proceeded promptly to discuss his case fully with the Canadian Association of University Teachers and has met with representatives of its Committee on Academic Freedom and Tenure and of the Faculty Association of Loyola.

The Canadian Association of University Teachers and the Faculty Association of Loyola have asked that the case of Dr. Santhanam be discussed in confidence, and the Board of Trustees has agreed to do so.

The Board of Trustees has requested the Canadian Association of University Teachers and the Faculty Association of Loyola that these proceedings be continued and concluded in fairness to all concerned as soon as possible.

RE: **CASE OF DR. S.A. SHAH.**

4- The Board of Trustees regards the motion of the Senate on June 16th, 1969, reading:

"That the Senate create an ad hoc committee mutually agreeable to the President and Dr. Shah to consider the appeal regarding the appointment of Dr. Shah, and that the committee be empowered to make its recommendation to the administration."

as within the terms of reference of the Senate.

Dr. Shah was engaged as a Visiting Associate Professor in the Department of Economics for a period of one year, which expired on July 31st, 1969.

The Board of Trustees on June 24th, 1969, decided to stand by its earlier decision not to offer a post to Dr. Shah at Loyola for the coming year.

POLICY STATEMENT - pg. 4

LOYOLA LOOKS AHEAD

At the beginning of the 1968-69 academic year a **Commission on Loyola's Future** *was set up by the Senate to report on the College's potential and opportunity as a member of the university community of Canada during the coming five to ten years. The following is the Report of this Commission which was tabled at the Senate meeting, May 22, 1969:*

A PARTICULAR CASE

Professor Santhanam was appointed as assistant professor of physics at Loyola in 1963. His record in research is commendable. But his competence as a teacher has been seriously questioned. Loyola, without a university charter and with very restricted finances, must first meet its basic need for teaching.

The question of Professor Santhanam's role as a teacher was brought to his attention during his first contract, and he was cautioned that his future at Loyola was uncertain. As a result he received a succession of three one-year contracts.

Finally on December 5, 1967, eight months before the expiry of his one-year contract for the academic year 67-68, he was notified by letter that Loyola, after consultation with its Committee on Appointments, Rank and Tenure, did not plan to offer him a further contract after July 31, 1969.

On December 17, 1967, Professor Santhanam made a special plea asking to stay on at Loyola for just one more year, and in a letter to his Departmental Chairman and the Dean of Science, he have this undertaking:

> "I can assure you that I have no intention of staying here after July 1969".

On that understanding, Loyola revised its previous decision, and Professor Santhanam was granted a further contract for one year only, expiring on July 31, 1969.

On December 12, 1968, a formal notice was sent to him confirming that he could not expect any further contract after July 31, 1969.

So Professor Santhanam's last one-year contract expired in the normal course on July 31, 1969.

That constitutes his record of appointments at Loyola.

In the last week of June 1969, however, Professor Santhanam asked the Canadian Association of University Teachers (CAUT) to assist him in his claim to stay on at Loyola after July 31, 1969.

Loyola consulted the Association of Universities and Colleges of Canada (AUCC) and its own attorneys. Acting on this advice, Loyola confirmed its stand that Professor Santhanam's contract is legally terminated and he has no right to stay on at Loyola.

Representatives of Loyola and CAUT have met in an effort to seek some prompt ending of the matter. Loyola has furnished full information to CAUT. Some progress was made, and an area of mis-understanding was reduced. But nothing more can be reported as a result of these discussions. Loyola's position is that even if CAUT's own Policy Statement and Guidelines were to be applied to the facts, Professor Santhanam has no claim to a continuance or renewal of contract.

There are two problems or two areas that must be considered by this Committee: What are we (**i.e.** Loyola)? and what do we want (chartered autonomy; limited charter; affiliation; federation, merger; some type of undefined and unstructured but good-willed co-operation -- with the Université de Québec, McGill, S. G. W. U., Bishop's, Laval, Sherbrooke, Université de Montréal -- and which of these or which possible combination of these would be our first choice, second choice, third choice, etc)?

Also to be considered before any decision or recommendation can be made from the above are the following aspects of Loyola **as it is now**: academic, financial, administrative, constitutional and communal (**i.e.** including governors, faculty, students and alumni).

The three sub-committees which were established seemed to cover all the points that needed scrutiny:

A. **Loyola as an academic institution** was to concern itself with: what are we? what is our status? what are we to be? what is our direction? what is our special contribution as an academic institution? what size should we be? what admissions policies should be established? which structures? which programs? which curricula?

B. **Loyola as a Christian Catholic institution of higher learning** was to consider Loyola as a specifically **Catholic** institution and what our contribution from this point-of-view was and what it should be.

C. **Loyola as a Catholic institution in the educational structure of the Province of Quebec** was to examine the relationship of Loyola with other institutions within the Province's established (though nebulously so) educational structure and philosophy, Loyola in a predominantly French environment, and the possibilities of co-operation not only with other well established institutions but also with the Université de Québec, as well as an examination of the kind of education we are providing our students (predominantly Catholic) in terms of living in a bilingual and bicultural Québec.

A. **..... as an academic institution**
Loyola should:

GOALS

1. be a liberal Arts Institution;
2. offer a broad, humanistic education on the undergraduate level;
3. try to bring about compatibility and reconciliation between the individual's
   a) commitment to private goals as a person, and
   b) his responsibility to society as a citizen;
4. emphasize the humanity,
   the dignity,
   the freedom of the individual in modern society;
5. provide for the development of the whole individual by making opportunities and facilities available;
6. aid the student in the development of his own system of values;
7. as the fountain-head of society, as a cultural community, prepare human beings who must undergo a liberating experience, a growth through knowledge and understanding from
   a) myth and magic
   b) arrested development
   c) despair;
8. offer an education that is balanced between the general humanistic values and the requirements of specialization;
9. offer a pluralism of education and provide for the interchange of differing systems of thought and values;
10. encourage the interplay and exchange of ideas among professors, and between professors and students and among students;

TEACHING

11. be primarily concerned with the quality of teaching; consequently, this emphasis should be central in the consideration of promotion and appointment of faculty members;
12. establish a committee or subcommittee to study means of improving teaching;
13. encourage experimentation in approaches and techniques of pedagogy, curricula, interdisciplinary studies, effective use of audio-visual aids, etc.;
14. make available for professors who so desire in-service instruction in new teaching techniques, in new teaching equipment, and in the use of that equipment.
15. subsidize a balanced course evaluation under the jurisdiction of the Senate, and establish other means of evaluating professors;
16. remain "small" (i.e., **ca**. 4000 in a five-year program);
17. emphasize "quality" of students, professors, programs, curricula;

CURRICULUM

18. provide opportunities and encourage students to register in courses designed specifically for students not committed to those particular disciplines;
19. allow for "clustering" (that is, a required number of courses which are cross - or inter-disciplinary in an area or an age rather than in one discipline) though continuing with the "Honours" and "majors" program;
20. sponsor an inquiry into the validity of existing departmental and Faculty structures (**cf**. Laval, Université de Québec, and Sussex);
21. instruct Senate to draw up guidelines for departments which would prevent over-specialization in the last 3 years of the five-year program;

GRADUATE SCHOOL

22. recommend the exploration of the possibility of one "island" graduate school, that is, the consolidation and rationalization of graduate education for the English-speaking community on the Island of Montreal;
23. not consider plans for immediate graduate studies, but should consider co-operation with other institutions for the present;

UNIVERSITY CENTRE
LIBRARY

24. build a University Centre for students and faculty;
25. be more concerned with the state of the library (and the need for funds, books, and space) as it is **well below** acceptable standards;
26. establish a policy restricting the use of the library for library purposes only.

B. **..... as a Catholic Christian Institution of Higher Learning**
Loyola should:

1. **first** be a university;
2. be a social community as well as an academic community with academic interests;
3. have the same functions and offer the same services as all other universities;
4. have a distinctive characteristic that rounds-out and fulfills the ideals of Catholicism and Christianity in the Judeo-Christian tradition;
5. have its Catholic inspiration perceptibly present and effectively operative, so that in the pursuit of knowledge, both Catholics and non-Catholics have a much better understanding in a pluralistic society of some of the concepts in the Judeo-Christian tradition, for example, a) the nature of man and man's place in the universe; b) the belief in God and in the "forever" for all persons, c) the realization that man cannot live without God;
6. allow this belief (see n. 5) to pervade and animate the whole academic community;
7. offer this view as an option to a secular humanism in an open society as another valid viewpoint of what is man;
8. help the individual to be aware of himself, to grow and be able to live in a truly human way in a technological society;
9. continue to be dedicated to the development and expression of
   a) intellectual excellence,
   b) moral concern, and
   c) social awareness
10. be the centre for independent criticism from the individual Catholic's point-of-view;
11. help the student to develop his life from within the main-streams of life itself and to include concern for all aspects of man, and for various kinds of schools of thought;
12. help the student to view the world from his own particular religious belief and from his own theological perspective;
13. bring the Catholic tradition to bear on all disciplines and inform the student of this approach;
14. provide a consistent procedure for solving problems in this age of changing conditions and values which bears in mind
    a) the distinctiveness of the various disciplines,
    b) the new context, and
    c) the integrated humanistic education to which it is dedicated;
15. permit and encourage the student to line his Christianity experimentally and experiencially and apply his viewpoint in this pluralistic society of ours;

The Theological Disciplines -

In the Catholic university this operative presence is effectively achieved first of all and distinctively by the presence of a group of scholars in all branches of theology. The disciplines represented by this theological group are recognized in the Catholic university, not only as legitimate intellectual disciplines, but as ones essential to the integrity of a university. Since the pursuit of the theological sciences is therefore a high priority for a Catholic university, academic excellence in these disciplines becomes a double obligation in a Catholic university.

16. maintain a humanistic "core" curriculum of compulsory courses which would include history, fine art, theology, literature, and philosophy;
17. encourage especially the studies of theology and philosophy as legitimate intellectual disciplines, but allowoing for no theological or philosophical imperialism;
18. make a major contribution in theology and philosophy, as well as in interdisciplinary approaches to theology and philosophy and other disciplines, because these two confront all areas of modern culture;
19. provide an opportunity for the examination of the "thinking, living man" in the context of the Catholic-Christian tradition;
20. consider the study of theology and philosophy as academic disciplines and not as pastoral concerns;
21. take up the study of problems of immediate human concern and distinguish itself in such areas;
22. offer guidelines in all areas touching upon the academic community.

C. **..... within the educational structure of the Province of Quebec.**
Loyola should:

1. try to make French a working language within an English-speaking academic community by:
   a) offering courses in French (but not permitting the degree to be taken completely in French);
   b) permitting and encouraging students to write assignments and examinations in French (except when the nature of the course precludes it);
   c) requiring fluency in oral and written French prior to graduation;
   d) providing some facilities and opportunities to faculty and staff for the improvement of their knowledge of French;
   e) encouraging the Drama Society to present entertainments in both languages;
   f) encouraging the French Summer Institute;
2. encourage studies in various disciplines of the French "fact";
3. encourage French language instruction in Loyola's parallel CEGEP program;
4. encourage and aid the improvement of French language instruction on the High School level
5. establish a permanent Committee on French which would study and prepare a report as not all points have been explored and none of the points studies in depth.

D.
Loyola should

1. Seek co-operation with other institutions as recommended in the following motion recommended earlier and passed by Senate that: (Feb. 19, 1969)

   "We do stand by the recommendations of the Parent Commission Report in seeking a charter and complete autonomy, and this committee recommends to the President, to Senate, and to the Trustees, that UNTIL SUCH TIME THAT THESE RECOMMENDATIONS BE IMPLEMENTED, LOYOLA ENGAGE IN DISCUSSIONS WITH THE AUTHORITIES OF THE UNIVERSITE DE QUEBEC, MCGILL UNIVERSITY AND BISHOP'S UNIVERSITY TO DETERMINE UNDER WHAT CONDITIONS ASSOCIATION WITH THE INSTITUTIONS WOULD BE POSSIBLE."

2. take action on this motion immediately;
3. through its Senate, distribute this document to all members of faculty and administration, and to student representatives, and publicize it as widely as possible;
4. establish a permanent committee to continue the work of this Ad Hoc Committee (this permanent committee could be a sub-committee of the Joint-Conference Committee and should include representatives from the Governors and the Senate).

NEW POST FOR FR. RYAN

Rev. C.C. Ryan, S.J. *- Rector of the Loyola Jesuit Community. August 1, 1969. Prior to this appointment by The Very Rev. A. MacDougall, S.J., Provincial for the English-speaking Jesuits of Upper Canada, the Rector of Loyola was also President of the College.*

A graduate of Loyola, Fr. Ryan served as Rector of St. Paul's College, Winnipeg from 1951 - 1958. He became editor of The Canadian Messenger in 1959. He returned to Loyola in 1966 to become Superior of the Jesuit Community and Associate Director of Development.

GROWTH AND CHANGE AT LOYOLA

Tangible signs of growth are found everywhere at Loyola..... there are more buildings, more students, more faculty, more programs of study, more student services,..... in fact more of everything. And these forms of growth have led to many changes for students and faculty alike..... many have been exciting - others have been difficult - and some have been virtually unbearable.

A look first at the tangible indications of growth..... particularly noticeable since the early 1960s. The six buildings have grown to thirteen with the addition of the Drummond Science Building and Auditorium, the Vanier Library, Hingston Hall, The Physical Education Center, The W.X. Bryan Building, Langley Hall and a Jesuit Residence.

These increased physical facilities have been the minimum required to meet the explosion which has taken place in the student population - both Day and Evening. In 1960/61, there were 952 full-time students in the Day Division and 471 studying part-time in the evening. An additional 165 during the summer gave a total of 1,588 students..... Comparable figures for the 1968/69 academic year were 3,680 Day students and 3,700 in the Evening Division..... nearly 7,400 students! Add to this the 2,542 Evening and Day students studying during the summer and the grand total for 1968/69 is almost exactly 10,000!

The numbers have increased and one-third of the students are now women as a result of the decision to change Loyola to a co-educational institution in 1962.

This phenominal growth in student population has, of necessity, been reflected in the size of the faculty from a total of 40 in 1960/61 to 240 in the last academic year. Many of these faculty members are teaching in both the Day and Evening Divisions, but despite this doubling up, it has been necessary to appoint over 50 part-time faculty to meet the needs of such a large student body.

The changes that have resulted from this quantitative growth are seen in curriculum, in the structures of Loyola, in student and faculty participation in the decision-making processes and in the form of student government.

A total of twelve honors and majors programs were listed in the 1960/61 Calendar. Last year there were twenty-two. No courses were offered in Psychology at the beginning of the sixties - now there is a rapidly developing department. The French Department will offer 35 different courses this coming year as compared with 9 at the beginning of the decade. Many similar comparisons could be made. A new department of Interdisciplinary Studies was developed last year offering one course..... this year there will be four. An increasing number of courses are cross listed between departments. Credit courses in music, drama, and fine art are gradually being added to the curriculum.

A dramatic change will take place in the program of studies with the introduction this September of the two-year Collegial program which is now a pre-requisite for entrance into the three-year university programs throughout the Province of Quebec. Loyola, along with the other English-speaking institutions in Quebec offering university education, will offer this Collegial program on a temporary basis until sufficient facilities for English-speaking students can be developed at the tuition free Dawson College or similar institutions. Students enrolling in the collegial program at Loyola will benefit from instruction by the regular full-time faculty and have the opportunity to participate in all of the activities on the campus.

Increasingly, faculty and students are having the opportunity to participate in the decision-making processes at Loyola. The formation of the academic Senate in 1965 immediately gave elected faculty members the oppôtunity to express their opinions and vote on academic policy. In 1967, following the incorporation of the Loyola of Montreal Students' Association the previous year, three students were elected to Senate by the student body. During the past year students were also given the opportunity to be represented on Senate subcommittees and student representation on the Board of Governors will more than likely be provided for once statutes for this body are accepted.

Faculty Councils now provide an open opportunity for faculty opinion to be considered in new developments and policies in each of the four faculties. More directly, faculty and students are involved in the regular meetings of the individual academic departments and in many cases have a voice in decisions made there.

It is unlikely that the quantitative growth at Loyola will continue. However, the qualitative changes will most certainly continue. Curriculum changes and developments must continue to meet the educational, social and moral needs of the coming generations of students. Continued and increased pressure for faculty and student participation in the making of decisions in all areas of Loyola's program will need to be considered and responded to. Loyola's physical size may not grow more, nor may there be more students..... but certainly there will still be growth and change.

Loyola - Sir George

The following report was written by Loyola members of the committee studying co-operation between Loyola and Sir George and released on March 28, 1969 to provide information on the status of the discussions between Sir George Williams University and Loyola College.

Co-operation with Sir George Williams University
A Report from Loyola Members of the Joint Steering Committee

1. Background to the Discussions

Closer co-operation between SGWU and Loyola was the subject of informal representations last October to Principal Rae and President Malone. In the same month representatives of the Department of Education asked both heads to look into this matter of co-operation but did not lay down specific terms of reference.

Domestic Committees of nine members were then established by each institution, together with a Joint Steering Committee drawn from the membership of the two Domestic Committees. These groups met regularly in December 1968 and during the first half of January 1969. Apart from an informal meeting of both Domestic Committees on February 4, no meetings were held from January 14 until March 25. Meetings which had been scheduled during that interval had, for a variety of reasons, to be postponed.

From the beginning, SGWU expressed a preference for merger as the method of closer co-operation most likely to bring the best results. Loyola, on the other hand, made it clear that it wished to discuss all reasonable forms of closer association, of which merger was but one. In mid-January, a progress reporton the discussions which had taken place up to that point in time was sent from the Joint Steering Committee to Dr. Germain Gauthier, the Director General of Higher Education in the Ministry of Education. Loyola's position is perhaps best seen in the following quotation from that report:

"Loyola College's Domestic Committee, after several meetings, strongly favoured the rationalization of English-speaking higher education in Quebec, in general, and, in particular, approved discussions to this end with Sir George Williams University.

The Loyola Domestic Committee also expressed to the Joint Steering Committee its wish that the advantages not only of merger but also of federation, affiliation and association without a formal legal structure be concurrently studied. It believes that too great and too early an emphasis on merger may be detrimental to the proper and necessary consideration of other reasonable methods of closer co-operation between the two institutions."

It should be noted here that in January 1969 the Joint Steering Committee established five task forces at the faculty level to study the implications of the various forms of association set out in the preceding paragraph and to report to the Committee by February 15.

2. Task Forces and the Question of Merger

The Loyola task forces met on one or two occasions with their counterparts from SGWU. Some reports were made available to the Domestic Committees. The Meetings were indeed of value, at least serving to establish firmer lines of communication between the faculties of the two institutions.

In general, the discussions at the faculty level followed rather closely the line of development that occurred in the Joint Steering Committee. SGWU regarded integration or merger as the most attractive form of cooperation between the two institutions. The reasons given were varied but might be summarized thus: the combined efforts of SGWU and Loyola in one institution would provide a firm foundation for a solid university, would offer greater opportunities for the students, and would help to concentrate or regroup the efforts in higher education in the English-speaking community of Montreal.

Loyola Sir George - pg. 4

The governing Bodies

THE BOARD OF TRUSTEES

The Board of Trustees, until recently, have been to many nothing more than a list of names in the Calendar. Their decision-making powers were not apparently taken very seriously until they exercised this power in rejecting a recommendation of the Loyola Senate.

That the Trustees have been little heard from in the day to day operations of Loyola is hardly surprising. The legal owners of Loyola College of Montreal under the act of incorporation of 1899, the Trustees are the Jesuit successors to the original owners of the College named in the Act. Over the past ten years, this body has been in the process of divesting itself of those areas of authority which it has held in law, and through which body such autonomy as Loyola possesses has been sustained. In brief, it has been this body that has established and enlarged the role and operation of Loyola as "a university in all but name."

Recognizing the necessity of remaining within the terms of the provincial Act that created Loyola, the trustees have responded to changing times.

TRUSTEES - pg. 4

THE BOARD OF GOVERNORS

In November, 1964, Volume II of the Parent Report was published in which there was a recommendation to grant a university charter to Loyola.

In anticipation of this formal recognition of the fact of Loyola's university character, the College had earlier begun a re-organization of its own structure through the creation of a Board of Governors. The membership of this board was drawn boradly from the community that Loyola had traditionally served and when established compares closely to suggestions in the subsequent Parent Report.

The first meeting of the Loyola Board of Governors in April of 1964 followed the recruitment of members over the previous year. While the terms of incorporation of Loyola did not legally permit this board to assume deliberative powers, it was **in fact** given decision-making authority by the Board of Trustees. This followed closely the pattern of other College boards that were being established throughout Canada at that time, particularly at church-related universities.

GOVERNORS - pg. 4

SENATE

"I move that the Faculty accept the recommendations for the creation of a Senate which were submitted to the Faculty at the meeting of January 15... " With this motion on January 22, 1965, Rev. C. B. O'Keefe, S.J., Dean of Studies, seconded by M. L. Bessner helped give birth to the Senate at Loyola.

The germ that brought it about was the now-defunct Board of Studies, which had outlived its usefulness. For a small, all-male, English-speaking College, it was sufficient, but it was no longer enough.

And so, after the Faculty meeting of January 22nd, 1965, Loyola had a Senate with a constitution. Senate was to have 25 members, 9 ex officio, 3 appointed by the President from the faculty, and 13 elected by the Faculty Councils. With fifteen members forming a quorum, the President as Chairman, and the Registrar, secretary, Senate was to "be the authority in all academic matters and will have the right to concern itself with matters indirectly academic."

SENATE - pg. 4

THE STATUTES

A great deal of discussion during the past year has centred around the enactment of Statutes by the Board of Trustees of Loyola College, giving decision-making powers to the Board of Governors.

The need for a formal delegation of powers was recognized when the Loyola Board of Governors was established in 1964. While this Board functioned **as though** it had the power to set policy affecting the operation of the College, legally this power remained with the corporate owners of Loyola, the Board of Trustees.

The Senate of Loyola, which came into existence in January, 1965, also operated under rules that merely recognized its policy-making role in academic matters. Without the enactment of Statutes by the Board of Trustees, therefore, neither the Board of Governors nor the Senate possessed the **legal** right to determine policy at Loyola.

A committee of the Board of Governors initiated the drafting of Statutes in 1967 in consultation with the Board of Trustees and the Jesuit Province of Upper Canada.

The Statutes were scheduled for enactment by the Board of Trustees in November, 1968. This meant that, upon acceptance by the Governors, they would acquire "jurisdiction and authority over the conduct of the affairs of Loyola College." In addition, the Senate would similarly "be responsible for the educational policy of Loyola College"..

The Enactment of the Statutes was withdrawn by the Board of Trustees when members of faculty and the student body claimed insufficient consultation in the preparation of the Statutes, in particular, to the wording of some sections.

A joint committee of governors, faculty, administration and students was set up to review the Statutes and a revised version was accepted by the Board of Governors with the recommendation that students be permitted to sit on the Board of Governors and that Senate determine the composition of its own membership.

Subsequent enactment of the Statutes, which are to be effective "for an initial period of three years", has been further deferred as a result of an agreement by the faculty and student associations to accept them jointly. No further action is possible, therefore, until the 1969-70 academic year is underway when these two groups can meet to discuss the matter.

OTHER ACTION THIS SUMMER...

THESE THINGS HAPPENED TOO...

. EVENING DIVISION - June 2 to August 8.
2542 students registered in day and evening classes.

. FRENCH SUMMER INSTITUTE
50 students from the United States and Canada participated in Loyola's first intensive residential program in French Conversation.

. CHEMISTRY DEPARTMENT SEMINARS
Three separate groups of over 100 attended each of the two-day sessions of interest to university, business and industry and government scientists.

. COLLOQUIUM OF SCHOLARS
The Contemporary Theology Institute sponsored this international gathering of over 300 theological scholars to discuss "The Structure of Theology" for five days.

. CUSO ORIENTATION
A three-week program for 125 young Canadians going to serve in developing countries in Africa.

. CANADIAN STUDIES PROGRAM
30 undergraduates from The State University of New York in Plattsburg spent a week at Loyola as part of a month long study/travel program of Canada.

. VISITORS - VISITORS
Nurses, Boy Scouts, university groups and more stayed at Loyola during visits to Montreal and Man and His World.

. NOISE and CONFUSION
Renovations and repairs everywhere on the campus, particularly in the Administration Building where badly needed classroom space will be available in September.

Chronicle from pg. 1

which claimed that "in over-ruling two resolutons of the Loyola College Senate (was) a major violation of established College procedures." It also indicated the Association's support of an appeal to the Canadian Association of University Teachers.

In his reply to the Faculty Association President, the President of Loyola stated "that the Board of Trustees did not over-rule the Senate" and that the resolutions in question "were not in line with 'established' College procedures."

The Trustees, in addition to affirming the authority of Senate in academic and indirectly academic matters have, said they "will initiate the creation of a joint committee of the Board of Trustees and the Senate to facilitate communications between the two bodies." They also "will submit for discussion the study of the recommendations of the Senate of June 16 and 19....in order to avoid misunderstandings in the future."

Loyola Sir George from pg. 3

The Loyola task forces pointed out that there are real advantages in some form of co-operation, at least informal, between the two institutions. Loyola is extremely interested in advancing such co-operation and frankly wonders why greater efforts have not been made in the past by institutions of higher education in Montreal to further this ideal. Meanwhile, the Loyola committee joins in an effort to explore avenues of co-operation with SGWU, but also regards itself as free to think of alternative associations with other institutions. In short, the Loyola committee understands that integration of merger with SGWU is one form of association, and not necessarily the form that is favored by the Department of Education.

Specifically with regard to merger, Loyola is willing to admit that merger might make for a stronger and more varied institution. But two questions are asked: Are there real advantages in opting for a large multiversity type of institution at a time when their suitability is being questioned by students, faculty and the public? Should Loyola sacrifice autonomy, identity and tradition to attain this end? The Loyola committee is not convinced that the arguments in favor of complete integration of the two institutions are sufficiently weighty to justify this move, whether one considers the good of the entire English-speaking community of Montreal or of Loyola College itself.

3. Federation

Throughout the discussions between Loyola and Sir George Williams, Loyola has always insisted that a broad range of possible options be discussed. Loyola was therefore pleased to note that, at the meeting of the Joint Steering Committee of the two institutions, the representatives of Sir George Williams agreed that further discussion of a full and complete merger was no longer fruitful and that the two sides should seriously discuss the possibility of federation. There was general agreement that federation, unlike merger, could allow each constituent to maintain its identity while at the same time providing a formal mechanism for effective central planning. Loyola believes that only through some such decentralized constitutional arrangement can we prevent the creation of a monolithic monster and foster effective undergraduate education. It was agreed that both sides would attempt to formulate proposals for a federal structure which would suit their circumstances and that attempts would be made to reconcile these at meetings in April.

Federation can mean a variety of forms of government. Loyola rejects the narrow view of federation in the Sir George Williams brief and has pointed out some of the areas which might result in fruitful discussion for the benefit both of the institutions involved and for the English-speaking minority:

a) Federation can be viewed not only as an arrangement between Loyola and Sir George but also in a larger context. If we are to consider the rationalization of higher education for the English-speaking minority as a major rationale in our discussions, the federal principle would allow for a larger concentration of English-language higher education without the destruction of the historic traditions of the various institutions and their communities. We could discuss the creation of an English-language University of Quebec which might include all present institutions or perhaps all institutions except McGill (i.e., Loyola, Sir George Williams, Bishop's, Marianopolis, Thomas More, St. Joseph Teachers College).

Acting Principal Clarke suggested at the meeting of March 25th that we might consider asking the government for research funds to do a really professional study with research into the future of English-language higher education in Quebec. This would, of course, have broader implications than the purely constitutional, but could be a fruitful means of making a real contribution to our communities.

In a similar vein the Committee on the Future of Loyola has recommended that the President of Loyola open discussions with other university bodies in Quebec to inquire into the circumstances in which Loyola might associate with them.

b) In the context of the discussions between Loyola and Sir George, Loyola would view federation as the creation of a new federal university with Loyola and Sir George Williams as constituent colleges as well as any other institutions involved. Negotiations would presumably centre around the composition of the federal university's board of governors and senate and on the distribution of powers between the federal university and the constituent colleges.

March 28, 1969.

TRUSTEES - from pg. 3

and concepts in higher education principally through the encouragement of the creation of a Board of Governors and Senate.

The Trustees have exercised their powers in other ways as well. The growth of Loyola from a small English-speaking classical college to its present role as an identifiable member of the university community of Canada is the result of decisions that have permitted the addition of faculties of Science, Commerce and Engineering; through the determination to be competitive in the search for qualified teaching staff to meet the pressures of increased student enrolment; and through the financial commitment to better physical facilities.

Decisions of this kind have not always been easy to make, particularly in the continuing climate of uncertainty that Loyola has had to face almost from foundation. Society has moved to other criteria in judging the role of enlightened university governance and perhaps these historical decisions scarcely qualify today as evidence of courage and foresight. But they were steps along the way which, had they not been taken, would have made the different challenges at Loyola today inapplicable. For Loyola would not have continued to exist; or if it did, certainly not in the main stream of university service in 1969.

The recent decision of Board of Trustees in rejecting a recommendation by the Senate seems to have given substance to a body which was long thought to be but a shadow. Whether this decision was made wisely or not is a matter of debate and opinion. What is not a matter of debate or opinion, however, is the fact that the Board of Trustees is really for real.

RECENT APPOINTMENTS

Academic

Dr. J. O'Brien, S.J. - Acting Vice-President, Academic.
A representativ. search committee will be formed to make recommendations for a permanent Vice-President, Academic. O'Brien will continue his responsibilities as Chairman of Communication Arts.

Dr. M. Blanar - Acting Dean of Arts.
A member of the faculty since 1960, Dr. Blanar has been a professor of English and since 1967, Assistant Dean of Arts.

Dr. Gaston Laurion - Chairman.
Department of French Studies. Dr. Laurion completed his Doctorate in French Literature at the University of Paris.

Dr. J.J. Lavery - Chairman, Psychology.
Department. An experimental psychologist who received his Doctorate from the University of Montreal, Dr. Lavery came to Loyola in 1966.

Dr. C. Fonda - Chairman, Modern Languages.

He comes to Loyola from Algoma College where he was Languages Department chairman. He holds doctoral degrees from both the Universities of Venice and Paris.

Prof. R. Coyte - Acting Chairman, Political Science Department. Professor Coyte will serve in this position for the 1969-70 academic year when the Chairman, Dr. H. Habib is on leave of absence.

Dr. D. West - Director of Computer Science.
Dr. West received his Ph.D. in Electronics at the University of Toronto and comes to Loyola from CIL where he was an Operations Research Scientist.

Division of Student Services

Mr. R. Shearer - Dean of Students.
Dean Shearer assumes his new position after two years as Dean of Men at Loyola.

Mr. G. Meyers - Assistant Dean of Students.
Mr. Meyers comes to Loyola from the University of New Brunswick where he was Financial Aid and Awards Officer for two years.

Mr. G. Uihlein - Dean of Men.
Since 1966 Mr. Uihlein has been Assistant Dean of Men at Loyola. He received an M.Sc.(Chemistry) from Worcester Polytechnic Institute in 1947 and has been increasingly involved in student personnel since that time.

Miss Margaret Fraser - Acting Dean of Women.
As Supervising Nurse, Student Health Services, Miss Fraser has had continual contact with Loyola students since 1966. She will combine her responsibilities in Health Services with those of her new position.

Miss Marilyn Taylor - Assistant Dean of Women.
Miss Taylor, a native of Saskatchewan, comes to Loyola from the University of Wisconsin where she completed an M.A. in Guidance and Counselling. The responsibilities of her new position include direction of Langley Hall, the Women's Residence.

GOVERNORS from pg. 3

The membership of the board, in addition to the president, the Dean of Studies and the Treasurer (all Jesuits), included, Loyola graduates, prominent business and professional members of the Montreal community, as well as one or two members from the Montreal school system which supplied the preponderance of students to Loyola.

This composition aimed at broadening Loyola's base of identification within the community. These were days when the most pressing needs were economic -- the effective solicitation and the wise expenditure of money for operating and capital purposes. The Board of Governors served these needs admirably -- funds were gathered that added facilities valued at $10,000,000 to the campus, a close rein was kept on the College budget, and members served as effective spokesmen to the government in the matter of grants.

Now this Board, too, has joined the swing to newer roles and different priorities in university governance. Under the proposed statutes, its role is clearly specified as possessing "general jurisdiction and authority over the conduct of the affairs of Loyola College, subject to such procedures as are established by the Senate on academic matters."

STATEMENT from pg. 1

With respect to any appeal from that decision, the Board of Trustees was informed by letter of July 21st, 1969, from the Canadian Association of University Teachers that:

> "Dr. S.A. Shah had made no formal request to the C.A.U. Toronto its Committee on Academic, Freedom and Tenure to deal with his case."

RE: **APPOINTMENTS, RANK AND TENURE.**

5- The Board of Trustees requests the Senate to review policies and procedures governing appointments, rank and tenure in accordance with the faculty manual.

Senate from pg. 3

The first meeting of Senate, held on March 5th, 1965 and chaired by Very Rev. P. G. Malone, S.J., saw the creation of an Executive Committee of nine members. More committees were established and included - Space, Admissions, Academic Standing. On may 14th, 1965, Senate for the first time approved the graduates - all 199 of them.

A sub-committee of the Senate Executive Committee was formed to examine Senate's work in its first year and prepared an evaluation report. The report noted that there was not universal representation on Senate; that Senate attendance was 92.6% and that "Senate has been somewhat derelict in its duties." It recommended, that CART (the Committee on Appointments, Rank and Tenure) and the Committee on Student Life be made Senate Committees; that a Senate Budget Committee be established; and that an official archivist be appointed.

On January 24th, 1968 it was carried unanimously by Senate, that "subject to the Senate's right to safeguard its standards the Senate hereby creates three seats for three students, elected by the students," thereby recognizing the students as responsible members of the academic community. Early in 1969, Senate meetings were opened to interested non-Senate members in the Loyola community.

Many other areas still need to be considered. But Senate must discuss, deliberate, and decide - Senate must restrict itself to consideration of proposals presented to it. It must move forward carefully but swiftly, cautiously but wisely.